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Class 715

Book 1

COURSE OF STUDY FOR HIGH SCHOOLS



PART III. SOCIAL SCIENCE STUDIES



ARKANSAS
STATE BOARD OF EDUCATION
1925

A. B. HILL, SUPERINTENDENT

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FOR

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INTRODUCTORY

The modern world which our high school pupils enter is a highly complex society full of perplexities and problems. America and the world need today, more than ever before in history, a high type of trained and enlightened citizenship. We need today a greater number of people who have a broad knowledge of the origin, nature, and gradual development of our institutions; a greater number who have a broad viewpoint and a sympathetic appreciation of the interdependence of nations and their intricate economic interests; and, finally, a greater number of people who have been so trained in scientific habits of thought that they may react towards the great social problems on the basis of intelligence and deliberative judgment rather than on the basis of predisposition, prejudice, propaganda, or personal advantage.

The social science studies are peculiarly well adapted by the nature of their content to aid in the attainment of these important objectives. If the materials are judiciously selected and if the subject matter is properly presented, exceptional opportunities are offered for training high school boys and girls for the responsibilities of citizenship.

This bulletin on the Social Science Studies in the High Schools is the first outline of these subjects that has been issued by the State Department of Education. It is confidently hoped that these outlines will enable our schools to make a more definite contribution to those activities of pupils that train for effective citizenship.

Two of the subjects outlined, History and Civics, already have a well established place in the curricula of all high schools. This is as it should be. When properly taught, they rank among the subjects which are most essential in the education of pupils of the secondary school age. Abundant evidence is available, however, which indicates that if these courses are to render the greatest service to the growing youth of the country, they must be very materially reorganized in many of the high schools of the state. Less emphasis should be placed upon countless facts and details about political and militaristic developments and upon ancient and medieval times, and greater importance should be attached to the social, industrial, and intellectual aspects of contemporary life.

Three other subjects are included in the social science curriculum as outlined here, Study of Occupations, Elementary Economics, and

Elementary Sociology. Many schools, more particularly the larger ones, prefer to teach Economics and Sociology as one comprehensive course under the title of Problems of Democracy. In either case, the dominant purpose of the work should be to bring the adolescent pupil into intimate contact with the insistent industrial, social, and political problems of the day.

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1. GENERAL PURPOSE OF THE SOCIAL SCIENCE STUDIES

The main objective in the teaching of all the social sciences in the secondary schools of Arkansas is to train the boys and girls to become active, intelligent citizens. The individual, and society as a whole, is constantly confronted with problems upon the solution of which the progress of civilization depends. In no other courses will the young citizens become better acquainted with the principal social, economic and political problems that confront their lives than in the social sciences.

It is peculiarly the province of the social sciences to show how these problems have manifested themselves throughout the progress of human society. Through daily discussions, collateral readings, field trips, and assigned projects, the pupils will experience interesting reactions to vital problems connected with education, religion, health, recreation, agriculture, labor, transportation, commerce, manufacturing, finance, law making, and law enforcement. In this way the boys and girls will obtain a body of valuable information and they will also see in this connection the many problems of modern society which need solution.

Furthermore, it is through such studies that the emotional life of the children can be best trained. Intelligence without the proper social spirit will defeat the purpose of all secondary education. And thus, through the study of the social sciences, as suggested in this course of study, our future citizens will learn what problems our communities are confronted with, the general direction in which the proper solution lies; and, having acquired the social spirit, it is highly probable that a better type of citizenship will evolve from our secondary schools.

2. SUGGESTED CURRICULA IN THE SOCIAL SCIENCE STUDIES

Four Plans Suggested

Courses in the Social Science Studies in a high school may be organized according to any of the following plans:

FIRST YEAR

| PLAN A | | PLAN B | |
|--|-------|---------------------------------|---------------|
| | Units | | Units |
| Community Civics..... | 1 | Community Civics..... | $\frac{1}{2}$ |
| or | | World History to 1650 A. D..... | $\frac{1}{2}$ |
| Community Civics (6 mos.) and Occupations (3 mos.)..... | 1 | | |

SECOND YEAR

| PLAN A | | PLAN B | |
|---------------------|-------|-------------------------------|-------|
| | Units | | Units |
| World History | 1 | World History Since 1650..... | 1 |

THIRD YEAR

| PLAN A | | PLAN B | |
|-----------------------|-------|-----------------------|-------|
| | Units | | Units |
| American History..... | 1 | American History..... | 1 |

FOURTH YEAR

| PLAN A | | PLAN B | |
|----------------------------|---------------|----------------------------|---------------|
| | Units | | Units |
| Elementary Economics | $\frac{1}{2}$ | Elementary Economics..... | $\frac{1}{2}$ |
| Elementary Sociology | $\frac{1}{2}$ | Elementary Sociology..... | $\frac{1}{2}$ |
| or | | or | |
| Problems of Democracy..... | 1 | Problems of Democracy..... | 1 |

FIRST YEAR

| PLAN C | | PLAN D | |
|----------------------------|-------|---|---------------|
| | Units | | Units |
| World History to 1815..... | 1 | Community Civics..... | $\frac{1}{2}$ |
| | | Economic Civics..... | $\frac{1}{2}$ |
| | | or | |
| | | Community Civics..... | 1 |
| | | or | |
| | | Community Civics and Occupa- tions | 1 |
| | | or | |
| | | Economic Civics..... | 1 |

SECOND YEAR

| PLAN C | | PLAN D | |
|-------------------------------|-------|----------------------------|-------|
| | Units | | Units |
| World History Since 1815..... | 1 | World History to 1815..... | 1 |

THIRD YEAR

| PLAN C | | PLAN D | |
|-----------------------|-------|-------------------------------|-------|
| | Units | | Units |
| American History..... | 1 | World History Since 1815..... | 1 |

FOURTH YEAR

| PLAN C | | PLAN D | |
|----------------------------|---------------|----------------------------|---------------|
| | Units | | Units |
| Elementary Economics | $\frac{1}{2}$ | American History | $\frac{1}{2}$ |
| and | | and | |
| Elementary Sociology | $\frac{1}{2}$ | Problems of Democracy..... | $\frac{1}{2}$ |
| or | | or | |
| Problems of Democracy..... | 1 | Advanced Civics..... | $\frac{1}{2}$ |

Characteristic Features of Each Plan

Plan A. It is believed that Plan A will fit the needs of a larger number of Arkansas high schools than any of the other plans. It lends itself more readily to the practice of combining and alternating classes, which is now very extensively followed in all of the smaller high schools where the teaching force is limited. Besides, most of the small high schools, on account of their comparatively small number of teachers, find it impracticable to offer more than one unit of History in addition to American History. All high schools adopting this plan, no matter how small, can and should offer the entire program.

At the present time the evidence is overwhelmingly in favor of Plan A. This is substantiated by the results of the investigations that have been conducted by The Committee on Social Studies of the National Commission on the Reorganization of Secondary Education, The National Council for the Social Studies, The History Curricula Inquiry, and a number of State Committees on High School Courses of Study.

Plan B. Plan B differs from Plan A only in the fact that the course in Civics in the first year is condensed into a half-unit course, thus leaving a year and a half for the survey course in World History instead of only one year as under the first-named plan. Some schools prefer to give a more intensive course in World History than would be possible under the one-year arrangement.

Plan C. The characteristic feature of Plan C is the omission of the course in Civics and the extension of the high school course in World History to the full two-year course. This plan differs from Plan A and Plan B in that two years are devoted to World History instead of one or one and a half, the extra time making possible a more intensive treatment of topics and the inclusion of a greater number of topics than would be possible under the other plans.

Under Plan C, where two years are given to the course in World History, it is obvious that there will be many pupils, probably a majority in each class, who will elect only one unit of the two. All such pupils should be advised to take the course as outlined in the second year rather than in the first.

Plan D. This is the most conservative of the plans proposed. It provides for one of the various types of the new Civics in the first year and for a two-year course in World History, though, unlike Plan C, it defers this course to the second and third years instead of offering it in the first and second. Unlike any of the other plans, it provides a one-unit course only in American History and Problems of Democracy or Advanced Civics and defers this course until the fourth year.

Combination and Alternation of Classes in Small Schools

The smaller high schools employing one to four teachers can increase their unit-offerings in the Social Studies by combining classes and offering certain subjects in alternate years.

A small school using Plan A, as specified above, may offer Community Civics one year to both first and second-year classes, and the course in World History the following year, and may continue to alternate these subjects in successive years. American History and Problems of Democracy may be offered in alternate years to the third and fourth-year classes combined. Classes in World History in Plan C or Community Civics and World History in Plan B may also be alternated and combined. For instance, World History (since 1815) may be taken, if circumstances require it, before either Community Civics or World History (before 1815), although this is not very satisfactory.

Problems of Democracy should always be taken in the fourth year of the high school course, unless it is alternated with American History. When so alternated, it may be given in the third year.

It is conceded that the scheme of combining classes and offering subjects in alternate years has certain undeniable disadvantages, but the Department feels that, in spite of these, the permission to combine classes is justified in order to allow our small high schools to offer richer courses in certain fundamental branches without at the same time increasing the size of the teaching force and thereby making the per capita cost of instruction in these schools excessive.

Requirements for Graduation

The state law requires that all high school graduates shall have satisfactorily completed at least one unit of work in American History and Civics. It is recommended here that two units of credit in the Social Science Studies be required for graduation from the high school—American History and Civics and, preferably, one year of work in World History. The tendency at present, however, is to require some form of citizenship training in each year of the high school course.

3. COMMUNITY CIVICS—NINTH GRADE

The significance of the term Community Civics does not imply geographical location, but rather relationships and community interests. Community Civics lays emphasis upon the local community because it is the community with which every citizen, especially the child, comes into most intimate relations. But our state, our nation, and our world are communities as well as our city or our village; and a child is a citizen of the larger as well as of the smaller community.

Aims in Community Civics

The main objective in the teaching of Civics is to get the child to perform his part in his civic life. To prepare him for this, Community Civics should help the child to know his community—not merely facts about it—but the meaning of his community life, what it does for him, how it does it, what the community has a right to expect from him, and how he may fulfill his obligations. Meanwhile, it should cultivate in him the essential qualities and habits of good citizenship.

Specific aims in the teaching of Community Civics are to teach the pupil:

1. To see the importance and significance of elements of welfare in their relations to himself and the community of which he is a member.
2. To know the social agencies, governmental and voluntary, that exist to secure these elements.
3. To recognize his civic obligations, present and future, and to respond to them by appropriate action.

Time Allotment and Selection of Texts

For a course covering approximately a half year, the textbook should not be too extensive, although it must include all the vital topics. It must be easy of adaptation to any locality so that the topics of special interest or need in a particular community may be stressed by the teacher. For instance, in a very few communities in Arkansas, immigration and Americanizing our foreigners would be the most important topic and should have an extended time allotment; in others, health; in others, education and raising educational standards would be the major subjects. Thus, while Community Civics covers in general the same subject matter, it should in each case be worked out by the teacher to cover the individual needs of the community. Further, it should be arranged in a teachable order. It should begin with the more intimate life of the child and advance to topics further removed from his earlier experience.

Outline of Subject Matter

Following are the main topics of a suggested course in Community Civics. The material is organized under four main divisions and each division is further divided into several sub-topics.

I. Group Life—

1. Myself and Others.
2. The Family.
3. The School.
4. The Church.
5. The Community.

II. Problems of the Community—

1. The Health of the Community.
2. Religious Life of the Community.
3. Education in the Community.
4. Police Protection.
5. Fire Protection and Prevention.
6. Recreation.
7. Civic Beauty.
8. Charity.

III. Industrial Society—

1. Work and the Worker.
2. The Exchange of Goods.

3. Communication and Transportation.
 4. Labor and Capital.
- IV. Government and Politics--
1. Local Government.
 2. State Government.
 3. The National Government.
 4. Suffrage and Elections.

Methods of Teaching

The methods best suited to the teaching of Community Civics employ some kind of action on the part of the pupils. It is necessary for the Civics teacher to demonstrate existing interests. The child must be given an opportunity as far as possible to live his Civics both in the school and in the community. To learn by doing is one of the oldest and soundest of pedagogical principles. This may be accomplished by using a socialized recitation, a dramatization, a debate, or a project.

Community Civics, because of the nature of the subject, lends itself effectively to the project method. Since the following steps are involved: (1) purposing, (2) planning (3) execution, (4) judgment, the child is compelled to live his Civics. The teacher must first set the stage, or furnish the inspiration in the approach to the topic. From this, the child awakens to the purpose and acquires a desire for the work. Second, comes the planning, in which the child develops initiative as well as a spirit of co-operation and good citizenship. Third, under execution, the child, through his own investigation, gains information which shows him some important phase of community life. Information gained this way is vital and purposeful, not merely technical. In the fourth step, last though not least, the child under careful guidance learns to weigh and evaluate the information he has gained and form his own judgment. In this way recognition of responsibility is developed, accompanied by appropriate participation, if possible.

Suggested Projects

The following projects have actually been carried out by Civics classes:

1. Drive for better physical fitness.
2. Safe and sane Hallowe'en.
3. Safety first—city traffic ordinances.
4. Fire protection campaign.
5. Drive to assist scout organization.
6. Campaign against tardiness.
7. Drive to raise the educational standard of the county.
8. Stay-in-high-school campaigns.
9. Beautification of school grounds.
10. Clean-up week.
11. Campaign against bill boards.
12. Campaign against abuse of school property.
13. Anti-rubbish campaign.
14. Thrift campaign—planning of individual budgets.
15. Court of naturalization.
16. Good-fellow campaign.
17. Election of class officers—parties, platform, primary and general election.
18. Dramatization of court.
19. Dramatization of legislature.
20. Student government in school.

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4. OCCUPATIONS—NINTH GRADE

In our never-ending attempt so to shape our schools that they meet the needs of democracy we are coming to a realization of the important role vocation plays in life. Especially during the early adolescent age is the interest of the child in gainful occupation a growing one, with infinite possibilities for good, and just as infinite possibilities for folly. Public education, which is a deliberate attempt on the part of the State "to mould human beings" each to take his own place in our democracy, is beginning

to realize that the composite effect of vocation and fitness in vocation is tremendous. And yet most of our pupils go out of our schools with an appalling lack of conception of our economic life, the phase of life in which Americans can truly claim distinction, a phase of life that is vital to everyone, and one that claims our best energies. For the happiness of the worker, for the soundness of our democracy, vocational inspiration and vocational guidance are necessary.

Purposes in the Study of Occupations

The purposes in the study of occupations are two-fold:

1. To give an understanding of the fundamental structure of our economic life and to develop valuable social and civic ideals, such as fair play, sympathy, co-operation, and a feeling of responsibility for improving affairs.
2. To give information concerning the vocations of the United States and the immediate community that will help pupils to become happy workers in the world.

Outline for the Study of Occupations

The following are suggestive lists of topics to be pursued in a study of Occupations:

I. General Classification of Vocations—

The major divisions of employment usually mentioned are three—The manual occupations, the mercantile occupations, and the professional occupations. The Department of Census, however, expands these three divisions into nine, as follows:

1. Agriculture, Forestry, and Animal Industry.
2. Extraction of Minerals.
3. Transportation.
4. Manufacturing and Mechanical Industries.
5. Trade.
6. Public Service.
7. Professional Service.
8. Domestic and Personal Service.
9. Clerical Occupations.

II. Individual Vocations Properly Belonging Under Each of the Above Classifications—

Detailed lists of occupations should be made and classifications explained.

III. Nature of the Various Vocations—

A. Suggested list of vocations to be studied:

- | | |
|------------------|----------------------------|
| 1. Farmer | 10. Author. |
| 2. Merchant. | 11. Journalist. |
| 3. Banker. | 12. Musician. |
| 4. Manufacturer. | 13. Scientist. |
| 5. Engineer. | 14. Actor. |
| 6. Architect. | 15. Lawyer. |
| 7. Mechanic. | 16. Minister. |
| 8. Inventor. | 17. Teacher. |
| 9. Artist. | 18. Other new occupations. |

B. Suggested methods of procedure in job-analysis:

1. Importance of the vocation—
 - a. To world.
 - b. Number engaged in it.
 - c. Capital invested.
 - d. Future outlook.

2. Advantages.
 3. Disadvantages and problems.
 4. What can the work offer the worker?
 - a. Health.
 - b. Opportunities.
 - c. Remuneration.
 - d. Hours.
 - e. Relation to employer, fellow workers, community.
 5. What must the worker bring to the work?
 - a. Tasks he must do.
 - b. Qualifications demanded.
 6. Preparation—Type of educational training that will best fit one for efficiency in this occupation.
 7. Biographies of leaders.
- IV. Intensive Study of a Few Additional and Typically Local Occupations.
- V. Preparation of Information and Concrete Materials on the Community's Industries—
1. Booklet.
 2. Statistics.
 3. Exhibits.
 4. School program.
- VI. Analysis of Aptitudes and Capabilities of Individual Pupils—

This is a phase of vocational work that must not be omitted. Intelligence, prognosis, and vocational tests in our high school work, although still in an experimental stage, are for that reason all the more interesting to the live teacher. With the development of our social studies program they will undoubtedly occupy an increasingly more important place. If the proper spirit of frankness and co-operation between teacher and pupil exists, these tests can be used to determine the interests and needs of pupils, and valuable information for school records can be secured.

Qualifications of the Teacher

The teacher's qualifications are an extremely important factor in the successful operation of this course. It is desirable that the teacher for this course should have considerable training in history, geography, economics, civics, and sociology; it is essential that he be sympathetic with the ideals and aspirations of adolescent pupils; and it is also necessary that he have a broad background of world experience. Sometimes the principal or superintendent is the only member of the faculty who has the necessary qualifications; frequently he will lack them. The course in occupations should not be attempted unless the training, disposition, and experience of the instructor promise a successful outcome.

Principles to be Observed

1. Develop in the pupil the habit of questioning and inquiring. It is important that pupils shall be thinking vocationally during their high school years and that vocational contacts shall be frequently established and directive influences occasionally introduced by the school.
2. Let the pupil realize that he has an important place to fill in our economic life.
3. The greatest danger in vocational guidance is that it may become paternalistic and hasty. The purpose of the course in occupations is not to decide on a vocation for every one. The emphasis should be placed on the last word in the phrase "vocational guidance." Let the last decision be the pupil's when it comes.

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4. WORLD HISTORY

The World War turned all eyes toward Europe, and the astonishing ignorance of conditions leading to that war has stimulated the study of such history of the world as has affected the development of our civilization. As a nation of people we can never be commercially, economically and socially independent. If people today expect to live to the fullest extent, they must have a working knowledge of the conditions of the present and how they came about.

This course is an attempt to outline those salient features of the world's history which seem to have significance today—the growth of democracy, the decline of autocracy, the growth of world unity, the influence of modern business enterprise, the recent achievements in science, are events of profound significance. Western civilization is a complex unity, the disturbance of which profoundly affects all modern peoples.

Purposes or Aims of World History

Briefly stated, this course is intended as a more or less intensive study of modern times, preceded by a brief preliminary survey of world progress to about the eighteenth century. The specific aim of instruction in the history of nations other than our own, as given by the Commission on the Reorganization of Secondary Education, "should be the cultivation of a sympathetic understanding of such nations and their peoples, of an intelligent appreciation of their contributions to civilization, and of a just attitude toward them."

Other aims of instruction in this course may be listed as follows:

1. To broaden the pupils' horizon.
2. To strengthen the pupils' powers of comprehension.
3. To train pupils to form sound opinions.
4. To teach pupils how to find and to judge the value of information.

Time Allotment

It will be noted that one year is given to this course Under Plan A, a year and a half under Plan B, and two years under Plans C and D. The course is to be considered identical in aim, content, and organization, whether it is completed in one year, a year and a half, or two years. The course should be considered as a survey of human progress and development, with steadily increasing emphasis upon the events of Modern History.

Roughly speaking, and as a guide to the teacher in planning her course in World History, or the study of the "Modern World" as some prefer to call it, the time allotment on the main divisions of the course may be indicated as follows on the basis of a 36-week school year:

| Period | Approximate Number of Weeks for Plans: | | |
|--|--|----------------|-------------------|
| | A (1 Yr.) | B (1½ Yrs.) | C & D (2 Yrs.) |
| From earliest times to Peace of Westphalia | 6 | 8 | 12 |
| From 1650 to Congress of Vienna..... | 12 | 18 | 24 |
| From 1817 to 1870 | 8 | 12 | 16 |
| From 1870 to the present..... | 10 | 16 | 20 |

The teacher should study carefully the course as outlined in the next section, making a careful inventory of the topics. Having done this, she should plan to distribute the time and energy of the class in such a way as to maintain the relative value of the various topics.

Outline of Course in World History

A. Preliminary Survey of Ancient and Medieval World:

- I. The First Three Thousand Years of the World's History—The Oriental Empires.
- II. Greeks and the Empire of Alexander.
- III. The Roman Empire—A World-State.
- VI. The Breakup of the Roman Empire—German Migrations—German Kingdoms and German-Roman Empires.
- V. Mohammedanism and the Arab Kingdoms.

- VI. The Papacy and the Holy Roman Empire—The Crusades.
- VII. The Rise of National States: England, France, and the Hundred Years War; Spain.
- VIII. The Renaissance—The Universities—The Rise of Cities—The Middle Class—Industry and Commerce.
- IX. The Discovery of the New World, and the Expansion of Europe.
- X. The Spanish Empire and Dutch Republic.
- XI. The Ottoman Empire.
- XII. The Reformation and the Thirty Years War.
- XIII. The English Revolution of the Seventeenth Century.
- XIV. The Domination of Europe by France—Louis XIV.
- XV. The Rise of Russia: Peter the Great—The Rise of Prussia: Frederick the Great.
- B. The Modern World:
 - I. Colonial Expansion and the Formation of the United States.
 - II. The French Revolution.
 - III. The Napoleonic Empire.
 - IV. Reaction and Revolution.
 - V. The Industrial Revolution.
 - VI. Unification of Great States.
 - 1. The Unification of Italy.
 - 2. The American Struggle for Unity.
 - 3. The Unification of Germany.
 - VII. Development of Great European States.
 - 1. Great Britain.
 - VIII. Development of Great European States.
 - 2. France.
 - 3. Germany.
 - IX. Development of Great European States.
 - 4. Italy.
 - 5. Austria-Hungary.
 - 6. Russia.
 - X. Colonial Expansion and the Unification of World History.
 - XI. International Relations and the Unification of World History.
 - 1. Origins of the World War.
 - XII. Turkey and the Eastern Question.
 - 2. Origins of the World War.
 - XIII. The World War.
 - 1. Immediate Causes.
 - XIV. The World War.
 - 2. The Course of the War.
 - XV. The Paris Peace Conference and the League of Nations.
 - XVI. The World Today.
 - 1. Recent Events of World Significance.
 - 2. Western Civilization.

BIBLIOGRAPHY

I. References for Pupils:

- Adams: European History. Macmillan.
Ashley: Modern European Civilization. Macmillan.
Ashley: Early European Civilization. Macmillan.
Breasted: Ancient Times. Ginn.
Elson: Modern Times and the Living Past. American.
Emerton: Introduction to Middle Ages. Ginn.

- Harding: New Medieval and Modern History. American.
 Hayes and Moon: Modern History. Macmillan.
 Hazen: Modern Europe. Holt.
 Robinson and Breasted: History of Europe (Ancient and Modern).
 Ginn.
 Robinson, Breasted and Smith: Recent European History. Ginn.
 Robinson and Beard: History of Europe, Our Own Times. Ginn.
 Robinson, Smith and Breasted: Our World Today and Yesterday.
 Ginn.
 Webster: World History. Heath.
 Webster: European History. Heath.
 Part I—Ancient History (one semester course).
 Part II—Medieval and Early Modern Times (one semester).
 Part III—Modern Times (one semester course).
 Webster: Modern European History. Heath.
 Webster: Early European History. Heath.
 West: Story of Early Progress. Allyn.
 West: Story of Modern Progress. Allyn.
 West: Short History of Early Peoples (one-half year). Allyn.
 West: Short History of Modern Peoples (one-half year). Allyn.
 West: Story of World Progress. Allyn.
 West: New Modern World. Allyn.

(See also suggested lists of books in Ancient, Medieval and Modern History as given in First Purchase List of One Thousand Books for High School Libraries.)

II. References for Teachers:

- Bush: History and Social Science Curriculum. Joliet Township High School, Joliet, Ill.
 Pfeiffer: A Survey of World History. State Department of Public Instruction, Lincoln, Neb.
 State Department of Education, Baltimore, Md. The Teaching of the Social Studies.
 State Department of Education, Harrisburg, Pa.: Pennsylvania State Program of the Social Studies.
 Tryon: Suggestive Outline for World History. School Review, June, 1922, pp. 467 ff.

6. AMERICAN HISTORY

The course in American History is required of all high school pupils. Under Plan A, Plan B, and Plan C it is a full unit course in the third year of the high school. It may also be offered in the fourth year as in Plan D.

Many schools have found it profitable to correlate and supplement the work in American History with Advanced Civics. Under Plan D, American History may also be correlated with Problems of Democracy. Perhaps the best examples of correlation, however, may be found in those systems where an effort is made to correlate the course in American History with Problems of Democracy throughout the third and fourth years.

Teachers and pupils alike should realize that democracy is the fundamental thing in American History. Our great national questions are solved by the application of democratic principles. If this is kept steadily in mind, those who in the high school are privileged to study again the wonderful history of our country, will receive additional training of a high order for the responsibilities of American citizenship.

Aims and Values of American History

The Committee on Social Studies of the National Education Association proposes as the primary aim of instruction in American History:

1. "To develop a vivid conception of American nationality, a strong and intelligent patriotism, and a keen sense of the responsibility of every citizen for national efficiency (economic, social, political). It is only on the basis of national solidarity, national efficiency, and national patriotism that this or any nation can expect to perform its proper function in the family of nations."

The joint Committee on History and Education for Citizenship, which made its report in 1920, supplements the statement of the former committee in the following terms:

2. "The development of a strong and intelligent patriotism that is not chauvinism, but which recognizes the faults and failures of our people, and the moral responsibility of every citizen to study national problems and help to solve them."

Methods of Teaching

The success of a course in American History depends upon the skill of the teacher in the organization and presentation of her subject matter. Some of the more important general suggestions to be observed are:

1. In general, use the topical method of presentation. This method is recommended as being conducive to the easier learning and remembering of facts.

2. Whenever it is possible to do so, a special type of the topical method should be employed by organizing the material in the form of problems or projects. This method is conducive to real thinking on the part of pupils.

3. Make much use of collateral reading, of maps, pictures, diagrams, and charts.

4. Encourage free discussion by the pupils. Don't let the history recitation degenerate into the mere hearing of lessons from the text-book.

5. Stress social and economic elements rather than the political and military.

6. In planning each lesson, seek to discover the opportunities offered by the material to bring the past to bear in a vital way upon the present.

7. Make use of geography in teaching history, and lead pupils to see the geographic factors in the history and development of nations.

8. Make history teaching vital by giving a sufficiently rich and intensive treatment to the large topics so as to insure understanding and feeling. Encourage in every way outside reading by pupils, such as historical novels and essays, leading magazines of opinion.

9. Make use of interrelationships, contrasts and comparisons, cause and effect.

10. At times use some present problem or issue as a starting point for the study of a topic.

11. Make your reference assignments definite.

Outline of Subject Matter

Suggested topics for the course in American History are:

I. The American an Immigrant from Europe—

1. Europe at the time of Columbus.
2. The effects of Columbus's discovery upon Europe.
3. Conditions leading to rapid development of the United States.

II. English Colonization of America—

1. Efforts made before Jamestown—1607.

2. Conditions in England favoring Colonization.
3. Methods of Colonization.
4. Character of Colonists.
5. Nationalities that blended to make the American.
6. Results of these Immigrations.
7. Success of English Colonists.

III. Political Development—Democracy—

1. Southern Colonies.
2. New England Colonies.
3. Results of the Assemblies.
4. Establishment of Public Education.
5. Intercolonial or French and Indian Wars.

IV. Revolutionary Period—

1. Causes of Revolutionary War.
2. The Revolutionary War.
3. Declaration of Independence.
4. Doctrine of the Declaration of Independence.
5. Articles of Confederation—First Constitution.
6. Washington—the Man.
7. Importance of Burgoyne's Surrender.
8. Value of Campaigns in West.
9. Yorktown.

V. Critical Condition of United States, 1783-1789—

1. General Condition of United States.
2. Difficulties with Foreign Countries.
3. Annapolis Convention.
4. The Constitutional Convention.
5. Principles of the Constitution.

VI. Growth of the Nation Under the Constitution—

1. Choice of Washington as President.
2. Formation of Cabinet.
3. Adoption of First Ten Amendments. Bill of "Rights."
4. Financial Policy of Alexander Hamilton.
5. The Rise of Two Political Parties.
6. Foreign Affairs.
7. Domestic Affairs.
8. Downfall of the Federalist Party.
9. Republican-Democratic Party.

VII. War of 1812—

1. Economic and Commercial Freedom.
2. Results of War.

VIII. Internal Development—

1. Industrial and Political Conditions.

IX. The Monroe Doctrine—

1. The Circumstances that Inspired it.
2. Significance of the Doctrine.
3. Political Growth of United States.

X. Civil War—

1. Remote Causes.
2. Immediate Causes.
3. The Slavery Question.
4. The Conflict.
5. Results of War.

XI. Reconstruction—

1. The Problems of Reconstruction.
2. The Status of Seceded States.
3. Lincoln's Plan.
4. Johnson's Plan.
5. Plan of Congress.
6. The Conflict Between Johnson and Congress.
7. The "Crime" of Reconstruction.
8. The White Man's Return to Power.
9. Maximilian in Mexico.
10. Alabama Claims.

XII. New Industrial Age, 1865-1898—

1. The Centennial Exposition at Philadelphia, 1876.
2. New Types of Leaders.
3. Western Development.
4. Inventions.
5. Labor Questions--Troubles.
6. Consolidation of Large Business Interests.

XIII. Spanish War—

1. Cause—Protection of Human Rights.
2. Results.
3. The Growth of Our Colonial Empire.

XIV. Currency and Banking.**XV. United States and the World War, 1914-1918—**

1. General Causes of the War.
2. Plans of the Central Powers in 1918.
3. These Plans Frustrated.
4. America's Part in Peace Treaty.
5. Washington Conference on Limitation of Armament.
6. Achievements for Which America May Feel Justly Proud.
7. Political Developments of the Twentieth Century.
8. American Ideals.

BIBLIOGRAPHY**I. References for Pupils:**

See list of books suggested in First Purchase List of One Thousand Books for High School Libraries.

II. References for Teachers:

Historical Outlook, June, 1921: McKinley Publishing Company, Philadelphia.

Johnson: The Teaching of History. Macmillan.

Kendall and Stryker: History in the Elementary School. Houghton.

Mayer: Thought Questions for Students of American History. Allyn.

National Society for the Study of Education: Twenty-second Year Book, Part II. Public School Publishing Company.

Schlessinger: New Viewpoints in American History. Macmillan.

Simpson: Supervised Study in American History. Macmillan.

Simons: Social Forces in American History. Macmillan.

Tryon: The teaching of History in the Junior and Senior High Schools. Ginn.

(See also Courses of Study in Social Science issued by the State Departments of Education in Indiana, Iowa, Maryland, Nebraska and Pennsylvania.)

7. PROBLEMS OF DEMOCRACY

It is generally agreed that the culminating course in the Social Science Studies should be a full unit course in Problems of Democracy. It is also generally agreed that the proper place for this course is in the last year of the high school, when pupils are more mature and when they have had an opportunity to build up by class study in American History and other subjects, by reading current newspapers and magazines, and by personal experience and observation, a reasonably satisfactory background to pursue such a course successfully. For these reasons Problems of Democracy should always be offered in the fourth year of the high school course, except in small school systems where, as previously indicated, it is necessary to alternate the course with American History in the junior year.

The purpose of this course, as stated above, is to give high school pupils a more definite and comprehensive view of "social, economic, and political principles and problems." Although there is some difference of opinion regarding the nature of the work that should be offered in this course, the material is usually drawn from each of three fields:

1. Political Science or Advanced Civics.
2. Elementary Economics.
3. Elementary Sociology or Social Problems.

Type courses are outlined below in two of these three fields.

A. Elementary Economics

General Objectives in Elementary Economics

1. To gain some idea of the wealth-getting and wealth-using activities of man.
2. To understand the fundamental laws underlying the economic activity of society.
3. To understand the economic organization of society.
4. To study the workings and effect of economic laws.
5. To gain a clearer conception of many every-day activities, their causes, workings, and results.
6. To see the interaction of factors in economic life.
7. To study the four leading problems of consumption and production of commodities, the methods of exchange, and the distribution of returns.
8. To understand as far as possible the trouble with industry today and to analyze the methods of improvement.

General Plan of the Course

- | | |
|-----------|------------------------------|
| Unit I. | Introductory (2 weeks). |
| Unit II. | Consumption (3 weeks). |
| Unit III. | Production (3 weeks). |
| Unit IV. | Exchange (3 weeks). |
| Unit V. | Distribution (3 weeks). |
| Unit IV. | Industrial Reform (3 weeks). |

Outline of Subject Matter

Unit I. Introduction—

1. Definition of economics and economic principles.
2. The purposes and importance of the study.
3. The changed viewpoint.
4. A comparison of the new aims of economics with those in the study of citizenship.
5. The foundations of economic life.
6. A study of economic terms.
7. The general divisions of the study.
8. A review of the principles and purposes of economics in relation to the aims of the other social sciences.

Suggested Projects

1. Family expense account and income.
2. City distribution of labor.
3. Savings accounts.
4. Public school budget and its purposes.

Unit II. Consumption—

1. Introductory Remarks:
 - a. Importance of this problem.
 - b. Why goods are consumed.
2. Law of Supply and Demand:
 - a. Definitions.
 - b. How these factors operate.
 - c. Price and its relation to these.
 - d. Conditions under created or artificial demand.
3. Law of Marginal Utility:
 - a. Law of diminishing utility.
 - b. The marginal utility.
4. Practical Consumption:
 - a. Wise and unwise consumption.
 - b. Wise and unwise spending.
5. Community Co-Operation:
 - a. Consumers' co-operative movement.
 - b. Defects, merits, future.
6. Governmental Aid in Consumption:
 - a. Part the government can play.
 - b. Non-partisan League in North Dakota.
 - c. Price-fixing during war.
 - d. Way in which the Government can help.

Suggested Projects

1. Preparation of a model family budget.
2. Study of difference in cost of living in 1914 and 1924.
3. Modern advertising, a means of creating demands.
4. Consumers' co-operative movement in United States.
5. North Dakota's Non-partisan League.
6. Price-fixing during the World War.

Unit III. Production—

1. Introduction—what production is and its leading factors:
 - a. Historical background; growth from home or domestic system through industrial revolution to factory system.
2. Types of production or industry:
 - a. Extractive.
 - b. Manufacturing.
 - c. Commercial (transportation and marketing).
3. Large-scale production—why we have it:
 - a. Advantages and disadvantages.
 - b. Limitations upon its scope of efficiency.
 - c. Division of labor as part of this system.
4. Factors in production:
 - a. Labor and its division, or specialization.
 - b. Land—natural resources.
 - c. Capital.
 - d. Management.

Unit IV. Exchange—

1. Introduction:
 - a. What exchange is and why it is necessary.
 - b. Early forms of exchange—barter.
 - c. Development of money.

2. Money as a medium of exchange:
 - a. Functions of money.
 - b. Characteristics of good money.
 - c. Coinage.
 - d. Kinds of money besides coin, i. e., substitutes in the form of government paper.
 - e. Operation of Gresham's Law.
 - f. Relation of quantity of money to prices.
 - g. Dangers in the use of paper money.
 - h. Monetary history of the United States.
3. Credit:
 - a. Credit's uses.
 - b. Common forms.
 - c. Advantages and drawbacks to its use.
4. Banking and Banking Operations:
 - a. Development of the practice of banking.
 - b. Kinds of banks and principal use of each.
 - c. Services banks render.
 - d. Banking operations.
 - (1) Deposits, checks, loans, etc.
 - e. A bank statement.
 - f. Banking history of United States.
5. International Trade:
 - a. Purpose and importance.
 - b. Special obstacles in this trade.
 - c. Agencies or methods of payment.
6. Fluctuations in prices:
 - a. Quantity of money and prices.
 - b. Index numbers and their significance.
 - c. Overproduction—is it possible?
 - d. Business booms and prosperity.
 - e. Effect of extending credit too freely.
 - f. Business crises and financial panics.

Unit V. Distribution—

1. Introduction:
 - a. Meaning of the problem.
 - b. Review the factors in production.
 - c. Definition of new terms.
2. Theories of Distribution—
 - a. Monopoly theory—unfair but the one used.
 - b. Productivity—the fair theory, but so far almost unused.
3. Distribution of wealth in United States:
 - a. Inequality of riches and its causes.
 - b. Problems arising from this condition.
4. Distribution to the various factors.
 - a. Rent—return to land.
 - b. Interest—return to capital.
 - c. Business profits—return to management.
 - d. Wages—return to labor.

Suggested Projects

1. Distribution of wealth in the United States—to families according to income.
2. The single tax plan.
3. Great fortunes in United States.
4. Study of some great "captain of industry."
5. History of the American Federation of Labor.
6. The strike as a weapon of organized labor.
7. Closed vs. open shop.
8. Compulsory arbitration in New Zealand.
9. New immigration law.

10. Labor legislation by the United States Government.
11. Women workers in Arkansas.

Unit VI. Industrial Reform—

1. Introduction—What is wrong in industry today?
 - a. Evils of capitalistic system.
 - b. Antagonism of public to "big business."
 - c. Unfair distribution.
 - d. Struggle between capital and labor.
2. Principal changes proposed:
 - a. The I. W. W.
 - b. Anarchism.
 - c. Communism.
 - d. Socialism.
 - (1) Merits and demerits.
 - (2) Tendency toward government ownership.
3. Reform in present system of private industry to help matters:
 - a. Employers' part.
 - b. Laborers' part.
 - c. Government's part.
 - d. Public's part.
4. Outlook for the future.

Suggested Projects

1. Bonus and profit-sharing.
2. Social insurance.
3. Child labor laws.
4. Government control of public utilities.
5. Woman labor laws.
6. The I. W. W. theory.
7. Anarchism.
8. Communism.
9. Socialism.

B. Social Problems or Elementary Sociology

General Aims

In "Social Problems" as taught in the high schools, the aim is to lead the pupil to understand some of the more important existing social conditions; to show the complete interdependence of individuals in our social organization; to develop a social-minded attitude toward present day social conditions by developing a sense of responsibility in the individual as a member of social groups; and to develop habits that may lead to effective participation in social activities.

General Plan of the Work

The course in "Social Problems" ordinarily covers a period of one-half year, five recitations per week. This course in "Social Problems" is planned for the last semester of the Senior year.

Outline of Material to be Used

- I. Introduction—
 - A. The present complex system of society and social institutions.
 - B. The necessity for trained intelligence to avoid waste of human efforts.
 - C. A clear understanding of modern social problems as a basis for intelligent participation in groups.
- II. American Social Problems—
 - A. The family:
 1. Origin and importance of the family.

2. Functions of the family.
 3. Forms of the family.
 - a. The maternal and paternal families.
 - b. Polygamy.
 - c. Monogamy.
 4. The problem of the modern family.
 - a. Instability.
 - b. Divorce.
 - (1) Causes.
 - (2) Remedies.
 - c. Housing conditions.
- B. Population:
1. Growth.
 - a. Increase in numbers.
 - b. Change in sources of immigration.
 2. Distribution.
 - a. Geographically.
 - b. Racially.
 - c. Rural or urban.
 - d. Other aspects.
 3. Statistics.
 - a. The decreasing birth rate.
 - b. The decreasing death rate.
- C. Immigration:
1. History of past immigration.
 2. The modern problems.
 3. Social results of immigration.
 4. Reconstruction of our immigration policy.
- D. The American race problem:
1. Early history of the negro in America.
 2. Problems of the present day.
- E. Crime:
1. Definition.
 2. Classification.
 3. Causes.
 - a. Objective causes.
 - (1) Economic environment.
 - (2) Social environment.
 - (3) Political environment.
 - b. Subjective causes.
 - (1) Physical and mental defects.
 - (2) Intemperance.
 - (3) Age and sex.
 - (4) Lack of character development.
 - (5) Ignorance.
 4. Remedies for crime.
 - a. Elimination of objective causes.
 - b. Correction of physical defects.
 - c. Elimination and control of mental defectives.
 - d. A constructive plan of education providing wholesome, normal, active interests.
 5. Treatment of crime.
 - a. Attitude toward the criminal.
 - b. Reasons for punishment.
 - c. Modern treatment of prisoners.
- F. Poverty and pauperism:
1. Nature of poverty.
 - a. Distinction between poverty and pauperism.
 - b. Analysis of the present situation.
 2. Causes.
 3. Remedies for poverty and pauperism.
 - a. Institutional care for mental and physical defectives.

- b. Constructive relief.
- c. Charity.
- G. The problem of industry:
 - 1. The history of the rise of industry.
 - a. The mercantile system.
 - b. Laissez faire.
 - c. Industrial revolution.
 - 2. Characteristics of modern industry.
 - a. Large-scale production.
 - b. Division of labor.
 - c. Specialization of industry.
 - d. Integration of business.
 - e. Corporate form of organization.
 - f. Strife between capital and labor.
 - 3. Labor organizations.
 - a. Classification.
 - b. Purpose.
 - c. Objectives.
 - d. Methods and policies of labor unions.
 - 4. Employers' associations.
 - a. Purpose.
 - b. Industrial benefits.
 - 5. Social results of the industrial system.
 - 6. Child labor.
 - a. Causes—Poverty, low wages, indifference of public, type of machinery.
 - b. Results—Physical and mental retardation, ignorance and illiteracy, moral degradation.
 - c. Attempts at child labor legislation.
 - d. Minimum provisions of a good child labor law.
 - 7. Women in industry.
 - a. Causes.
 - b. Effects of women in industry.
 - 8. Needed legislation.
 - a. Child labor law.
 - b. Minimum wage law for women.
 - 9. Modern tendencies in industry.
 - a. Federal control of big business.
 - b. Employers' liability laws.
 - c. Social insurance.
 - d. Laws regulating hours, working conditions, etc.
 - e. Reform of tenement districts.
 - f. More attention to opportunity of workers for recreation.
 - g. Attempts to bring about more cordial relations between capital and labor.
- H. Defectives:
 - 1. The blind.
 - a. In the United States.
 - b. Causes of blindness.
 - c. Prevention of blindness.
 - d. Education of the blind.
 - e. The blind in industry.
 - 2. The deaf.
 - a. Causes of deafness.
 - b. Ability to speak.
 - c. Education of the deaf.
 - d. The deaf in industry.
 - 3. The feeble minded and the insane.
 - a. Causes of mental defects.
 - b. The treatment of mental defectives.
 - c. Prevention of mental defects.

4. Victims of accident and war.
 - a. Education—vocational and trade schools.
 - b. Medical care.
 - c. Their place in industry.
- I. The liquor problem:
 1. Survey of the traffic.
 2. Effects of intemperance.
 3. Control socially justified.
 4. Methods of control.
- J. Education:
 1. Importance of education.
 - a. Insures better social environment.
 - b. Makes more intelligent citizens.
 - c. Develops socially efficient individuals.
 - d. Equalizes individual opportunities.
 2. Fundamental principles underlying our present system.
 - a. Free.
 - b. Non-sectarian.
 - c. Universal.
 3. Compulsory attendance laws.
 4. Recent tendencies in education.
 5. Education a means of social progress.
- K. Conservation.
 1. Conservation of natural resources.
 2. Conservation of plant and animal life.
 3. Conservation of human life.

Suggested Projects to be Used

1. Construct a map of the community showing the desirable and undesirable features, with suggestions for improvement.
2. Draw plans for a community house, indicating social purposes.
3. Conduct a socialized recitation or series of recitations and from the problems in group co-operation and control that arise formulate a statement of the principles of group control.
4. Participate in the outdoor relief projects of the community.
5. Participate in the Americanization of foreigners by assisting some particular student to become familiar with American ways and ideals. An analysis of the problems of Americanization should grow out of a project of this kind.
6. Plan and carry out an evening's entertainment for some social group such as shall provide wholesome diversion without harmful results.
7. Plan and stage a play or pageant showing the proper social attitude toward defectives, criminals, or paupers.
8. Assist in making a social survey of the community.
9. Carry on a system of co-operative school government.
10. Make a special survey of the health conditions of the community, collecting data, charting the results, and making recommendation for advisable changes.
11. Formulate a model child labor law for Arkansas.
12. Formulate a model compulsory school attendance law for Arkansas.

Suggestions on Methods of Presentation

1. The content of the course should be presented as problems to be solved, not as text material to be learned.
2. The socialized recitation should be employed as the best means of obtaining the results sought.

3. The work will be greatly facilitated by the uses of projects such as are given in another part of this report. "Group" projects are valuable in developing the social attitude on the part of the individuals.

BIBLIOGRAPHY

I. References for Pupils:

See list of books suggested in First Purchase List of One Thousand Books for High School Libraries.

II. References for Teachers:

- Almack: Education for Citizenship. Houghton.
Cooley: Human Nature and the Social Order. Scribners.
Dewey: Human Nature and Conduct. Holt.
Davis: Immigration and Americanization. Ginn.
Devine: Misery and its Causes. Macmillan.
Edman: Human Traits. Houghton.
Fairchild: Applied Sociology. Macmillan.
Ford: Social Problems and Social Policy. Ginn.
Giddings: Study in the Theory of Human Society. Macmillan.
Gault: Social Psychology. Henry Holt.
Goddard: The Kallikak Family. Macmillan.
Goddard: Feeble-mindedness. Macmillan.
Hayes: Introduction to the Study of Sociology. Appleton.
Howard: History of Matrimonial Institutions. University of Chicago Press.
LeBon: The Crowd. Macmillan.
Martz and Kenneman: Social Science for Teachers. Houghton.
Patten: New Basis of Civilization. Macmillan.
Ross: Social Control. Macmillan.
Snedden: Civic Education. World.
Smith: Who Is Insane? Macmillan.
Westmark: History of Human Marriage. Holt.
Walter: Genetics. Macmillan.
Woodrow: Brightness and Dullness of Children. Lippincott.

Courses of Study Issued by State Departments of Education

- The Teaching of the Social Studies, 1924. Baltimore, Md.
History and Social Sciences, 1923. Harrisburg, Pa.
Civics and Economics (Grades 5-12), 1922. Lansing, Mich.
Problems in Democracy, 1923. Trenton, N. J.

8. CLASSROOM SUPPLIES AND TEACHERS' AIDS

Charts and Maps

Among the principal firms dealing in history maps are:

McKinley Publishing Company, Philadelphia, Pa.: Desk and wall outline maps and maps in "Illustrated Topics" for loose-leaf note books.

Iroquois Publishing Company, Syracuse, N. Y.: Desk outline maps and "Study Guides" containing outline maps for the units treated.

Rand-McNally & Company, Chicago: Wall maps, wall and desk outline maps, and blackboard maps and stencils.

A. J. Nystrom & Company, Chicago: Wall maps, wall and desk outline maps, and blackboard outline maps.

Denoyer-Geppert Company, Chicago: Wall maps of all kinds, charts and pictures.

Visual Aids—Lantern Slides

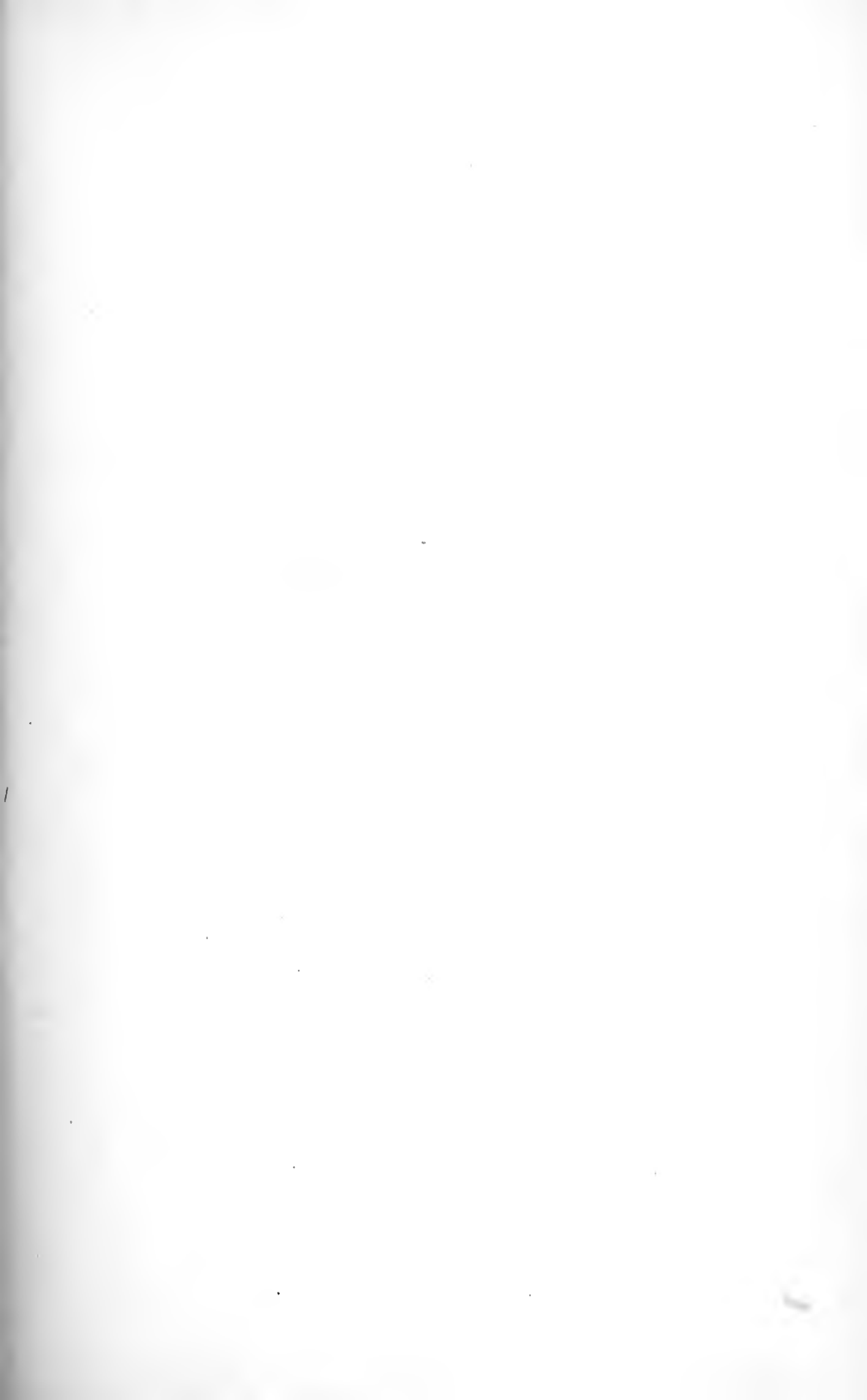
Keystone View Company, Meadville, Pa.

Outlines

Soutwestern Publishing Company, Dallas, Texas: Outlines in civics and history.

Magazines

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